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ABSTRACT

An objective analysis of students' initial motivation for studying overseas was attempted by surveying students before they embarked on their exchange programs. Eighty-eight students who were planning to study in France, Great Britain, Germany, and the People's Republic of China were surveyed. The exchange program was sponsored by the University of Massachusetts, Amherst. Eighty-four percent considered general academic goals to be a primary reason for studying overseas. Travel was also cited as a very popular motivating factor. A combination of objective and subjective reasons for participating was often mentioned--namely the desire to live in another culture coupled with the desire to enhance career opportunities. For half of the students, cost was a major consideration. Students opting for a single semester of study were less committed to academic goals than those opting for a longer stay. Program participants tended to cite reasons for studying abroad that matched the philosophical reasons for maintaining the programs: academic challenge, cultural immersion, gaining a new perspective on the United States, acquisition of new skills, and career enhancement. The implications of the results for study abroad advisors are discussed. (RW)

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Motivation for International Exchange

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Since the mid-nineteen seventies, the International Programs Office at the University of Massachusetts, Amherst (UM/A) has made a concerted effort to monitor student responses to their study abroad experiences. Detailed questionnaires have routinely been sent to students near the end of their stay overseas, asking for information on topics ranging from coursework, interaction with the host culture, and program costs, to the way in which the experience affected the student. In 1981, a project was launched to study the long-term effects of study abroad on participants. Results from the study have been presented at two conferences, the May 1982 annual NAFSA meeting in Seattle and the November 1982 CIEE conference in New York, by Sterling Lamet, who conducted the survey with Maryelise Lamet, both Study Abroad Coordinators at UM/A. The U.S.-Europe Study Abroad Evaluation Project now in its initial stages and involving UM/A, the University of California, the University of Colorado at Boulder, Kalamazoo College and the European Cultural Foundation in Paris, can be viewed as an intensification of the kind of research into the effects of study abroad that has interested the UM/A International Programs Office since its inception.

Because these research efforts solicit information from students either near the end of their period overseas or sometime after its completion, those portions of the questionnaires directed at the participants' motivations for studying overseas elicit responses tinged with at least a little hindsight. Near the end of the Fall 1982 semester, therefore, it was decided to attempt a more objective analysis of the initial motivation for studying overseas by surveying students before they embarked on their exchanges. The immediate goal of the survey was to aid the study abroad advisors in the office in their counseling of prospective study abroad participants by providing them a profile of student interests. As will be

seen below, the survey also served to raise a number of questions about the nature of study abroad advising. The results of the study were presented at the May 1983 NAFSA Annual Conference in Cincinnati.

To conduct the survey, a questionnaire was drawn up consisting of a series of eleven reasons for studying abroad (see Appendix). The students were asked to rank the importance each reason held for them. Possible responses were 'very important,' 'important,' 'somewhat important,' and 'not at all important,' although because the total number of responses was less than 100, these categories were collapsed into important or not important for the purpose of the remarks made below. The students were also asked to identify their most important reasons for studying overseas, and to comment on their responses. The eleven reasons ranged from scholastic reasons such as academic goals, requirements for an academic major, and the improvement of language skills, to broader motivations such as the desire to live in another culture, acquaintance with students from the host country, and the desire to gain another perspective on the U.S. Also included were the factors of family or ethnic background, the desire to travel, and the cost of the specific study abroad program the student would attend. Finally, the questionnaires requested background information on the student's home institution, major, class year, age, and sex.

In an effort to analyze both a student's general reasons for studying overseas and his reasons for choosing a specific program, four different study abroad programs sponsored by the University of Massachusetts/Amherst were chosen for the survey. Although all hold at least some characteristics in common, it was felt they also might differ sufficiently to attract distinct clienteles. The following paragraphs describe the four programs.

The only semester program included in the survey was the spring semester program at the Universite Catholique de l'Ouest in Angers, France.

Over the last several years enrollment has stabilized at around forty students, approximately seventy-five percent of whom attend colleges and universities within the Massachusetts State System. The remainder come from colleges and universities both within the Commonwealth and outside of it.

Because the French University system does not usually allow full integration of short-term foreign students into the regular university curriculum, the group attends courses especially arranged for them in French language and French studies. These are conducted in French at six levels of language proficiency and taught by the faculty of the International Center for French Studies. One course is also taught by the program director, a member of the University of Massachusetts faculty. The academic program is supplemented by several excursions during the semester. Housing is arranged for the students with families or in rooming houses, and the students eat either in French University restaurants or with their host families.

On the whole, the program is less rigorous academically than the other programs surveyed. In contrast to the others, for example, a minimum of a B average is not required for admission; rather, the student must demonstrate he is in good academic standing, and this means a student with a straight C average can gain admission. The program fee covers tuition, excursions, and one weekly meal taken with the other program participants and the director. The fee is low enough that even with the addition of trans-Atlantic fare and the costs of room and board, the program is somewhat less expensive than a semester at UM/A, depending, of course, upon such factors as exchange rates and inflation.

Unlike the French program, which does not bring students from the host institution to UM/A, the Great Britain program involves reciprocal exchanges

of equal numbers of students between eight British institutions and UM/A. The forty some American participants this year were selected from the University of Massachusetts, including the Boston campus, although students from the entire Five College area, encompassing Smith, Mount Holyoke, Amherst and Hampshire Colleges, are eligible to apply on a space-available basis. The program is based on direct enrollment at the host institution, and in nearly all cases, the U.S. students also live in the host institutions' dormitories, and take their meals on campus. Applicants to the program must be mature and possess a sound academic background, especially in their major field, in order to integrate successfully into the British academic system. Self-reliance is made even more essential by the fact no program director accompanies the students. Indeed, on-site visits by the U.S. administrators take place only every several years. The smooth functioning of the exchanges relies in large part on extensive correspondence between the exchange administrators and discussions at international conferences, and the careful selection and matching of students to exchange institutions. If transportation costs are taken into consideration, the program costs approximately one thousand dollars more than the equivalent period at the University of Massachusetts. However, a limited number of awards designed to offset the costs of international travel are available to students who show financial need unmet by grants and loans or personal funds.

The third program surveyed is the Freiburg Program in Germany. About twenty students from UM/A and other institutions across the country participate in the program, and about half that number come from Freiburg to study at UM/A every year. Originally founded as a graduate program, enrollment patterns over the last ten years have shifted until upper-level undergraduates predominate. Admission standards for the program are high:

because the program requires direct enrollment in the University of Freiburg, participants must demonstrate both a high degree of language proficiency and a sound foundation in their major field. A program director from the University of Massachusetts administers the program in Freiburg, and offices including a study room and small library are available for the students' use. One or two excursions are arranged every year, and a four-week language course is held before the start of the academic year to prepare participants for the language proficiency examination administered by the University of Freiburg. But beyond these aids, the students are treated as much as possible as if they were regular University of Freiburg students. They study fields ranging from the humanities to the natural sciences and live either in rented rooms or, increasingly, in dormitories. The program costs somewhat less than the equivalent period at UM/A.

Finally, the last program surveyed is also the youngest of the four. It is the UM/A Exchange Program with the People's Republic of China. The students surveyed were going to two institutions in China, a group of eighteen to Beijing Normal University, and a group of six to Shaanxi Teachers College in Xi'an. As is the case with the German program, the language requirements of the exchange mean that students from outside the University of Massachusetts are recruited in order to provide a pool of qualified participants.

Direct enrollment in Chinese universities is at the present impossible, both because relatively few undergraduates can demonstrate sufficient mastery of the language, and because of the comparatively rigid structure of Chinese universities. Nevertheless, UM/A has been able to integrate its students into Chinese universities as much as is possible under current conditions. Students live in a dormitory on campus, and although this

dormitory is designated for foreign students, Chinese students are assigned to it as well and share rooms with the Americans. Furthermore, the U.S. students may take all of their meals with Chinese students, and take part in every kind of extra-curricular activity. Advanced students are allowed to enroll in some regular University courses, chiefly in the Chinese Department, and all students may apply for permission to audit regular courses during the second semester. A U.S. faculty director does not accompany the students; rather, an on-site visit is made once a year by a U.S. director, and otherwise the program is run by adopting a Chinese form of administration. Under this system, group leaders are selected from among the group by the U.S. directors before the students leave for China, and act as liaisons between the students and the U.S. and Chinese University administrations. Each class also elects a class leader, through whom the students voice their opinions to their teachers. This system has proved effective both administratively and psychologically, for it minimizes conflicts between the American and Chinese approaches to education by assuring the Chinese university officials that the lines governing the U.S. students are compatible with their own. At the same time, the system quickly assimilates the U.S. students into Chinese organizational units while also guaranteeing them a voice in their education.

The cost of the China exchange is almost exactly that of a year at UM/A, exclusive of international travel.

I would like now to make some remarks about the overall findings of the survey. In all, eighty-eight students completed the form, which was distributed at orientation meetings. Of these students, eighty-one percent were University of Massachusetts students, and nineteen percent were from other institutions. Sixty-eight percent of the students fell

into the traditional age group for studying overseas, that is, ages nineteen and twenty. Only one percent of the group fell below this age, while eighteen percent were either twenty-one or twenty-two, and thirteen percent were twenty-three or over. Similarly, fifty-nine percent of those surveyed were juniors, and thirteen percent seniors. Only two percent were freshmen, thirteen percent sophomores, and thirteen percent graduates. The numbers of students did not divide quite equally along gender lines; fifty-seven percent were female, forty-three percent were male.

When the students checked off their reasons for studying overseas, eighty-four percent considered general academic goals to be a primary reason for studying overseas, despite the fact that only thirty-six percent said that the specific requirements of their academic major were a factor in their decision. An even larger number of students, or ninety-seven percent, listed travel as a leading reason for studying overseas. These results confirm our advisors' general sense of students' motivations for studying overseas.

More significant perhaps was the extent to which students were motivated to study overseas almost equally by subjective and objective goals. The students consistently noted down that the desire to live in another culture was extremely important to them, as was a desire to gain a different perspective on the U.S. At the same time, seventy-four percent of the students also felt that career plans were an important reason for studying overseas, and indeed surveys conducted of alumni of exchange programs offer evidence that an overseas study experience can positively influence a participant's subsequent career.

One unexpected result of the survey was that, overall, the cost of the study abroad program was a deciding factor in the choice of program

for only half of the students surveyed. As seen above, the costs of UM/A programs are kept as close as possible to the cost of staying on campus. Furthermore, at UM/A financial aid is allowed to travel with the student, thus keeping the financial deterrents to studying overseas to a minimum. This holds true even for those students who depend entirely upon financial aid for their support. It is noteworthy, however, that students going to France for the semester deviated significantly from the overall pattern: seventy-seven percent felt that the lower cost of the Angers program compared to the cost of similar programs was important in their decision to attend, as opposed to thirty percent of the students attending the year-long programs surveyed. Without further information, it will remain unclear whether the higher cost of other programs in France was the decisive factor here, or whether cost is simply more significant for students going overseas for only one semester rather than a full year. Certainly the cost of a semester overseas is made proportionately higher than a year-long program by fixed costs such as transportation.

Future studies of students' motivations for enrolling in overseas programs may well wish to investigate further the significance of financial aspects of study abroad. This would seem especially critical at UM/A, for although the vast majority of programs sponsored by UM/A are academic-year programs, over half of the students who study overseas in any given year opt for semester programs. Indeed, because the Angers Programs is our only program designated exclusively as semester-long, the majority of these students are attending programs sponsored by other institutions and which frequently cost more than the equivalent period at UM/A. Students' perceptions and misperceptions about the cost of study abroad may also play a major role in their initial decision to

investigate overseas study and to select a particular program. Such data would seem indispensible to an informed attempt to expand awareness of study abroad opportunities among the UM/A student body.

Other statistics were less provocative. Only twenty percent of the students consider family or ethnic background to be an important reason for studying overseas, while seventy-four percent cite the desire to develop language skills as a primary reason. This latter figure is actually more intriguing that it might first appear, for it includes twenty percent of the students going to Britain. In one case, a student noted that he planned to visit France, and that would explain his intention to strengthen his language skills. But in the remaining cases, it may be that the students really expect their command of English will improve during a year in England. This is attributable in part to the exalted opinion many Americans hold of British English as opposed to their native tongue; it may also stem from the central role the essay plays within British University coursework. Despite the recent focus in U.S. education on basic skills, many U.S. students, and especially those in fields where quantitative testing dominates, find the prospect of being evaluated on the merits of their writing somewhat daunting.

When the survey results were broken down by individual program, it quickly became apparent that in some areas each group diverged substantially from the rest. For example, all of the students going to study in Britain fell into the traditional age groups for study abroad and were either juniors or seniors, while this figure fell to eighty percent of those going to France, sixty-four percent of those going to Germany, and to thirty-five percent of those going to China. In the case of both Germany and China, the remaining participants in the programs were older

than the traditional age group; in the case of the French program, three percent were also younger. Similarly, the German and China programs also attracted a greater percentage of students who already hold a Bachelor's degree; in the case of China, this was thirty-seven percent; in the case of Germany, fifteen percent. The China program offers only undergraduate credit, whereas graduate credit can be earned in Germany. These age discrepancies can in part be explained by the length of time it takes to acquire the language skills required for participation in the German and China programs, as well as by the fact that for many participants, German or Chinese was not the student's major, nor even directly related to the major. Furthermore, especially the China program attracts adults who have decided to return to school for a year in order to take advantage of an opportunity that was not available to them as undergraduates. Opportunities for undergraduate study in China are still extremely limited and of recent vintage, and yet at the same time, due to travel restrictions represent one of the only ways by which it is possible to spend any substantial time in China.

Other differences in the composition of the groups were also striking: eighty percent of the students going to France were women, while seventy percent of those going to Germany were male. The breakdown between the sexes for the programs in the U.K. and in China was nearly equal.

When student attitudes toward studying abroad were examined, it was found that in general, those opting for the one-semester program in France were less interested in the academic aspects of studying overseas than students attending the other programs. Thus only seventy-four percent of those going to Angers felt general academic goals were an important reason for studying overseas, as opposed to ninety-three percent for the group

going to the U.K., eighty-five percent for those going to China, and eighty-six percent for those going to Germany. At the same time, those going to France were also somewhat less interested in the specific cultural aspects of the exchange; that is, only eighty-five percent cited the desire to live in another culture as a major reason for going, as opposed to one hundred percent of the other students. I would conjecture again that the reason the Angers group seems less focussed than the others in its reasons for studying overseas probably lies in part in the fact that the program is for a semester only. At the same time, the lower admissions standards of the program also seems to attract less scholastically ambitious students.

Though all of the students going to France, England, and Germany cited travel as a primary reason for studying overseas, only seventy-eight percent of those going to China did so. Another aspect that distinguished those going to China from the others was their relatively low interest in a change of scene as a reason for going overseas: only thirty-six percent responded that this was important, as opposed to ninety-three percent of those going to the United Kingdom and seventy percent of those going to Germany. I think that among undergraduates, the desire to escape from campus can be very strong; the fact so many of the China-bound students have not attended college for some time means they tend less to see the program as a means of simply getting away for a year and more as a means to accomplish a specific goal.

One other area distinguished one program from the rest, and that is the great importance those going to England placed on gaining another perspective on the U.S.: ninety-seven percent cited this as an important reason, as compared to seventy percent of the groups going to China and France, and eighty-five percent of the group going to Germany. The high

level of interest among students going to Britain in placing the U.S. in a new light may stem from the fact that unlike students going to, say, China or France, students going to Britain frequently do not expect to encounter a culture radically different from their own. Thus they feel that a year spent in an English-speaking country resembling at least superficially their own will afford them as much leisure to examine their own culture as it itself demands to be explored.

The survey results shift again when we examine the groups' selection of their most important reason for studying overseas. Though ninety-three percent of those going to England, for example, do so in part for academic reasons, only twenty percent identify academic goals as their most important reason. This is followed by sixteen percent of those enrolled in the German program, to which admission is quite competitive, and then by seven percent of those going to China and six percent of those going to France. By far the most important reason for studying in England was the desire to live in another culture: thirty-five percent responded this way. I think, however, that students tend to interpret living in another culture as a general broadening experience rather than as specifically cross-cultural. As an example of this kind of interpretation, I quote a student who pinpointed cultural reasons as his primary motivation for studying overseas: "Studying in England for a year will look fantastic on my resume. I do not consider this my most important reason, though. I believe I will become a stronger person and will become more mature because of the many experiences I will have." In general, the opportunity to live in another culture was an important factor for all the groups: thirty percent of those going to France and thirty-one percent of those going to China marked this down as their most important reason, and sixteen percent of

those going to Germany. For those going to France, the improvement of language skills was the greatest motivating factor: forty-three percent responded with this reason. Among the students going to China, the largest percentage cited career plans as their major reason, or thirty-nine percent. A high percentage of those going to Germany also cited career plans as the major reason, or twenty-six percent. This is in contrast to seven percent of those going to England, and nine percent of those going to France. The importance placed on career plans may be the result of the relatively large proportion of older students among the groups going to Germany and China, who may be more focussed in their goals than younger students. For the China program, the language skills that will be improved during the year and the experience of living in China can easily be viewed as marketable skills as contacts between the U.S. and China increase. And though they do not identify specific careers, the students enrolled in the China program are quite aware of their potential market value. They consistently comment that going to China will be an "integral part of realizing their career goals," and cite such fields of interest as U.S./China cultural exchanges. Two students wrote they felt time spent in China would enable them to command higher salaries in the future. One in fact described his career goal as the attainment of a 'high-class job.' They obviously feel no irony in going to a classless society in order to gain the skills needed to advance themselves in a society whose class structure is largely determined by economic status.

I have not yet touched on one final factor in the decision to go abroad, and that is the importance played by acquaintance with people from the host country. Although the percentages of those selecting this as their primary reason are considerably smaller than those going for cultural reasons, they are nonetheless significant, and rank equally with the

percentages of program participants who identify academic goals to be their most compelling motivation. Fully seven percent of those going to England and eight percent of those going to Germany wrote that friendships with foreigners persuaded them to go on exchange. These two programs have the longest history at UM/A of reciprocal exchanges of students and the motivation survey provides strong evidence that the students brought under their auspices to the UM/A campus effectively educate UM/A students about overseas study opportunities. I quote a student about to leave for the University of Manchester in England: "Meeing students from Manchester was very important to me because without their friendship I never would have seriously considered studying abroad. Through my English friends I became interested in experiencing English culture and traveling in Europe, and when I learned about the exchange program, I realized that it wasn't entirely too expensive or impossible."

In contrast, none of the students going to France or China cited friendship with foreign students as their most important reason for going abroad. At this point there are only seventeen students from France at UM/A among a population of 1450 foreign students, and at most ten of these French students are undergraduates. None come from Angers where our program is located. As for China, our exchanges are reciprocal, and a total of about ninety students and scholars from China are now at the University. However, the Chinese students and scholars tend to be at least ten years older than UM/A undergraduates, rarely reside in dormitories, and generally pursue either research or graduate coursework. All of these factors limit contact between the American and Chinese exchange groups. Furthermore, forty-two percent of the students attending the China program this year did not come from UM/A, and indeed came from campuses where the

numbers of Chinese are considerably lower than at UM/A. I would thus conclude that reciprocal exchanges of students of similar ages in themselves can effectively promote study abroad by increasing contact between foreign and American students.

The program descriptions offered above and the survey results show that participation in UM/A programs is self-selecting. Students who place high priority on academic pursuits select programs that are academically challenging (the U.K. exchanges, for example), while programs that offer somewhat unusual opportunities such as the chance to live in a country largely unknown to most Americans, draw students whose backgrounds deviate from the profile of the classic junior-year-abroad student (i.e. the China exchanges). In the same vein, the survey offers evidence that semester language programs attract students for whom the improvement of foreign language proficiency is a primary interest amid a wide range of secondary motivating factors (the Angers program). Moreover, because there is virtually no financial deterrent to the participation of qualified UM/A students in UM/A-sponsored programs, and because we are confident of the academic and cultural benefits of these programs, we can in good conscience encourage our students to participate in our programs. In fact, if anything, the survey shows that participants in UM/A programs choose to study abroad for the very reasons we would encourage them to do so: they are interested in the academic challenges that await them; they want to expand their horizons through travel and immersion in another culture; they wish to reflect on their own country; they hope to acquire new skills; they go abroad because they want to begin an involvement with the international arena that may well continue on into their careers.

The survey also served to raise a number of questions as to the role of study abroad advisors. For given data on students' motivations, we

must ask ourselves what our goals are in encouraging them to go. Is our role, for example to match their motivations to programs; should we use students' stated goals in order to 'sell' specific programs; or should we be educating students so that finally their reasons for studying overseas more closely match our vision of what they should accomplish? Finally, our role as advisors is a combination of all three, especially given the diversity of the student body at a large state university.

Advising students applying to programs administered by one's own university involves a more personal stake than advising involving outside programs. To a certain degree, such advising is also relatively easy: program requirements are well-known, and much initial advising is actually a screening process whereby it is determined if a particular student measures up to the requirements of a given program. At the same time, there is great impetus on the part of the study abroad advisor to educate potential participants to the goals of the program: protectionism obviously surrounds selection of students, for of course the quality and reputation of any given program rests in large part on the qualifications of the students who participate in it. This is not, however, to say that selection of students is not also affected by such factors as the need to achieve certain enrollment figures in order to meet budgetary needs. It is to say, however, that our role as advisors is made easier by the fact that we ourselves are setting the standards for the programs to which we are admitting students, and we can feel it is both our duty and right to educate applicants as to what is expected of them as participants in our programs.

What challenges us more then as study abroad advisors is how to counsel students who for whatever reason are either unable or unqualified to attend our own programs. Equally important, how do we convince more

students that it is both feasible and advantageous to study overseas? I think our survey has clearly shown that we need to investigate further how students who decide to study overseas for one semester differ in their motivations from those who choose to study overseas for a year. Do students choose to go abroad for only one semester primarily because this is all their budget will allow, or because they are timid about committing themselves to a full year away (many do change their minds mid-stream and stay on an extra semester), or because their major will not allow them to be away longer without the penalty of having to add on an additional semester of coursework in order to meet graduation requirements (this is frequently true of business majors). Furthermore, should we encourage only those students who perform well academically, or cannot the C-student also profit from a period overseas? Finally, do we rely in our advising on the students' own assessments of their abilities and goals, or should we encourage them to challenge themselves? This question confronts us every time a student selects a program that we view as being too 'comfortable,' either because its academic level will not challenge the particular student, or because the program will insulate him from the culture of the host country.

There is no easy answer to these questions, and no sure formula for advising a diverse body of students. But as long as we are committed to making study abroad opportunities available to as many students as possible, and not only those who are self-selecting and 'good enough' for our own programs, we must of needs tailor our advising as individually as we can. And to do so we must continue to gather as much data as we can about our students and their reasons for going overseas or not.

Appendix

Home Institution_____

If UMass, in-state_____out-of-state_____

Major_____Minor_____Class Year_____

Age_____ Sex_____

Study Abroad Program_____

Length of program: Year_____Semester_____

Cost of the program compared to the equivalent period at your home institution:

More expensive_____Less expensive_____Same_____

* *

Which of the following influenced your decision to participate in your particular study abroad program:

	Very Important	Important	Somewhat Important	Not at all Important
1.General academic goals	_____	_____	_____	_____
2.Requirements for your academic major	_____	_____	_____	_____
3.Career plans	_____	_____	_____	_____
4.Family/ethnic background	_____	_____	_____	_____
5.Desire to travel	_____	_____	_____	_____
6.Desire to develop language skills	_____	_____	_____	_____
7.Acquaintance with students from the foreign country	_____	_____	_____	_____
8.Desire to live in another culture	_____	_____	_____	_____
9.Change of scene	_____	_____	_____	_____
10.Desire to gain another perspective on the U.S.	_____	_____	_____	_____
11.Cost of the program compared to similar programs	_____	_____	_____	_____

12.Which of the above reasons was most important (please insert number) _____

13. Please comment on your answers and/or give additional reasons:

	Overall	Angers	U.K.	China	Freiburg
Home Institution: UMass	81%	84%	97%	58%	61%
Other	19%	16%	3%	42%	39%
Major: Directly Related	48%	41%	NA	57%	53%
Not Related	52%	59%	NA	43%	47%
Minor: Directly Related	50%	50%	NA	71%	0%
Not Related	50%	50%	NA	29%	100%
Age: 18	1%	3%	0%	0%	0%
19	26%	20%	38%	0%	36%
20	42%	61%	38%	21%	28%
21	11%	10%	18%	14%	0%
22	7%	6%	3%	21%	0%
23 or over	13%	0%	3%	44%	36%
Class Year: Freshman	2%	6%	0%	0%	0%
Sophomore	13%	27%	0%	28%	0%
Junior	59%	54%	76%	28%	77%
Senior	13%	13%	24%	7%	8%
Graduate	13%	0%	0%	37%	15%
Sex: Female	57%	80%	46%	50%	30%
Male	43%	20%	54%	50%	70%
Cost of Program: More Expens.	40%	15%	86%	15%	7%
Less Expens.	25%	13%	0%	50%	70%
Same	35%	72%	14%	35%	23%
1. Academics: Important	84%	74%	93%	85%	86%
Not Important	16%	26%	7%	15%	14%
2. Major: Important	36%	30%	44%	22%	47%
Not Important	64%	70%	56%	78%	53%
3. Career: Important	74%	72%	80%	72%	70%
Not Important	26%	28%	20%	28%	30%
4. Family: Important	20%	15%	24%	0%	40%
Not Important	80%	85%	76%	100%	60%
5. Travel: Important	97%	100%	100%	78%	100%
Not Important	3%	0%	0%	22%	0%
6. Language: Important	74%	100%	20%	100%	40%
Not Important	26%	0%	80%	0%	60%
7. Acquaintance: Important	60%	60%	58%	36%	86%
Not Important	40%	40%	42%	64%	14%
8. Culture: Important	96%	87%	100%	100%	100%
Not Important	4%	13%	0%	0%	0%
9. Change: Important	71%	66%	93%	36%	70%
Not Important	29%	34%	7%	64%	30%

	Overall	Angers	U.K.	China	Freiburg
10. Perspective: Important	83%	70%	97%	70%	85%
Not Important	17%	30%	3%	30%	15%
11. Cost: Important	50%	77%	31%	38%	30%
Not Important	50%	23%	69%	62%	70%
12. Most Important Reason:					
1) Academic	14%	6%	20%	7%	16%
3) Career	16%	9%	7%	39%	26%
5) Travel	5%	9%	7%	0%	0%
6) Language	24%	43%	0%	23%	34%
7) Acquaintance	3%	0%	7%	0%	8%
8) Culture	30%	30%	35%	31%	16%
9) Change	4%	3%	10%	0%	0%
10) Perspective	4%	0%	14%	0%	0%
Numbers of students surveyed:	87	31	29	14	13